



Discovery Primary School Computing Policy

Purpose

The use of information and communication technology is an integral part of the national curriculum and is a key skill for everyday life. Computers, tablets/iPads, programmable robots, digital and video cameras are a few of the tools that can be used to acquire, organise, store, manipulate, interpret, communicate and present information. At Discovery Primary School we recognise that pupils are entitled to quality hardware and software and a structured and progressive approach to the learning of the skills needed to enable them to use it effectively. The purpose of this policy is to state how the school intends to make this provision.

Aims

The school's aims are to:

- Provide a relevant, challenging and enjoyable curriculum for ICT and computing for all pupils.
- Meet the requirements of the national curriculum programmes of study for ICT and computing.
- Use ICT and computing as a tool to enhance learning throughout the curriculum.
- To respond to new developments in technology.
- To equip pupils with the confidence and capability to use ICT and computing throughout their later life.
- To enhance learning in other areas of the curriculum using ICT and computing.
- To develop the understanding of how to use ICT and computing safely and responsibly.

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- are responsible, competent, confident and creative users of information and communication technology.

Principles and Values

The school believes that ICT and computing:

- Give pupils immediate access to a rich source of materials.
- Can present information in new ways which help pupils understand access and use it more readily.
- Can motivate and enthuse pupils.
- Can help pupils focus and concentrate.
- Offers potential for effective group working.

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- Has the flexibility to meet the individual needs and abilities of each pupil.

Equal access opportunity

We believe that all children have the right to access ICT and computing. In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the ICT and computing curriculum for some pupils. We teach ICT and computing to all children, whatever their ability. ICT and computing forms part of the national curriculum and provides a broad and balanced education for all children. Through the teaching of ICT and computing we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate ICT and computing can be used to support SEN children on a one to one basis where children receive additional support.

- Equal opportunities - (see also equal opportunities policy) Discovery Primary School will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to ICT and computing and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

Consultation

This policy was written by Andrew McGrath in January 2015, edited and updated in June 2015, updated to new format December 2015

Discussed and amended – Staff training September 2015

Originally referenced against NGFL and SWGFL website model policies January 2015 and June 2015

References

This policy matches the requirement of:
2014 National Curriculum documents.

2015 Prevent Order documents

Planning

As the school develops its resources and expertise to deliver the ICT and computing curriculum, modules will be planned in line with the national curriculum and will allow for clear progression. Modules will be based on 'Rising Stars Computing scheme' to enable pupils to achieve stated objectives. Pupil progress towards these objectives will be recorded by teachers as part of their class recording system. Staff will follow medium term plans with objectives set out in the national curriculum and use the same format for their weekly planning sheet. A minority of children will have particular teaching and learning requirements which go beyond the provision for that age range and if not addressed, could

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create barriers to learning. This could include G&T children, those with SEN or those who have EAL. Teachers must take account of these requirements and plan, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During any teaching activities teachers should bear in mind that special arrangements could be made available to support individual pupils. This is in line with the school inclusion policy. These children should be identified and discussed at pupil progress meetings to ensure appropriate provisions or interventions are put into place.

Teaching

Early years - It is important in the foundation stage to give children a broad, play-based experience of ICT in a range of contexts, including outdoor play. ICT is not just about computers. Early years learning environments should feature ICT scenarios based on experience in the real world, such as in role play. Children gain confidence, control and language skills through opportunities to 'paint' on the whiteboard or drive a remote-controlled toy. Outdoor exploration is an important aspect, supported by ICT toys such as metal detectors, controllable traffic lights and walkie-talkie sets. Recording devices can support children to develop their communication skills. This is particularly useful with children who have English as an additional language.

By the end of key stage 1 pupils should be taught to:

- understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions
- write and test simple programs
- use logical reasoning to predict and computing the behaviour of simple programs
- organise, store, manipulate and retrieve data in a range of digital formats
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

By the end of key stage 2 pupils should be taught to:

- design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs
- use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration

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- describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Organisation

IT lessons should cover 1 hour per week. This need not be on a device as the concepts of IT and computing teaching will not necessarily require a computer to learn.

Homework/ Parent partnerships

Children are actively encouraged to use the schools online subscription services to further their own learning in partnership with parents. Homework may be set to continue online and/or outside of school. All children have access to a school email address and online learning resources such as mathletics, iamlearning etc.

Resources

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible PC system by investing in resources that will effectively deliver the strands of the national curriculum and support the use of ICT and computing across the school. Teachers are required to inform the ICT and computing coordinator of any faults as soon as they are noticed. Resources if not classroom based are located in the ICT and computing suite. A service level agreement with Jack Hunt School is currently in place to help support the coordinator to fulfil this role both in hardware & audio visual.

ICT and computing network infrastructure and equipment has been sited so that:

- Every classroom from Foundation to y6 has a laptop connected to the school network and an interactive whiteboard/touchscreen TV with sound, and video facilities.
- There is an ICT and computing suite of 24 desktops. There are 4 laptop trolleys in school containing 20 or 30 laptops available to use in classrooms.
- Each class from Y2 – Y6 has an allocated slot in the IT suite for teaching of specific ICT and computing skills
- The ICT and computing suite and laptops are available for use throughout the school day as part of ICT and computing lessons and for cross curricular use.
- Pupils may use ICT and computing independently, in pairs, alongside a TA or in a group with a teacher.
- The school has an ICT and computing technician who is in school one afternoon every week.

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Assessment and record keeping

Teachers regularly assess capability through observations and looking at completed work. Key objectives to be assessed are taken from the national curriculum to assess key ICT and computing skills each term. Assessing ICT and computing work is an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of ICT and computing. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

- Formative assessments are carried out during and following short focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- Summative assessment should review pupils' capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils – showing whether the pupils have met, exceeded or not achieved the learning objectives. We assess the children's work in ICT and computing by making informal judgements as we observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, obtained or exceeded the expectations of the unit. We record the results in our assessment spreadsheets and we use these to plan future work, to provide the basis for assessing the progress of the child and to pass information on to the next teacher at the end of the year. ICT and computing work is saved on the school network. Other work may be printed and filed within the subject from that which the task was set.

Monitoring and evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in line with the schools monitoring cycle. This may be through lesson observations, book trawl or looking at other data for the subject. The subject leader is also responsible for supporting colleagues in the teaching of computing, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

Health and safety

The school is aware of the health and safety issues involved in children's use of ICT and computing. All electrical appliances in school are tested by a contractor every year. It is advised that staff should not bring their own electrical equipment in to school but if this is necessary, then the equipment must be PAT tested before being used in school. This also

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applies to any equipment brought in to school by, for example, people running workshops, activities, etc. and it is the responsibility of the member of staff organising the workshop, etc. to advise those people. All staff should visually check electrical equipment before they use it and take any damaged equipment out of use. Damaged equipment should then be reported to the office or the IT support technician via the record book.

Children should not put plugs into sockets or switch the sockets on or off.

Trailing leads should be made safe behind the equipment where possible.

Liquids must not be taken near the computers.

Magnets must be kept away from all equipment.

E-safety guidelines will be set out in the E-Safety policy & Acceptable Use Policy (both appendices of this policy).

Security

The ICT and computing technician will be responsible for regularly updating anti-virus software

Use of ICT and computing will be in line with the school's 'acceptable use policy'

All staff, volunteers and children must sign a copy of the schools AUP.

Parents will be made aware of the 'acceptable use policy' at school entry

All pupils and parents will be aware of the school rules for responsible use of ICT and computing and the internet and will understand the consequence of any misuse.

The agreed rules for safe and responsible use of ICT and computing and the internet will be displayed in all ICT and computing areas.

Cross curricular links

As a staff we are all aware that ICT and computing capability should be achieved through core and foundation subjects. Where appropriate, ICT and computing should be incorporated into schemes of work for all subjects. ICT and computing should be used to support learning in other subjects as well as develop ICT and computing skills.

Parental involvement Parents are encouraged to support the implementation of ICT and computing where possible by encouraging use of ICT and computing skills at home during home-learning tasks and through the school website. They will be made aware of e-safety and encouraged to promote this at home.

Radicalisation, extremism and terrorism

Discovery Primary school ensures that children are safe from terrorist and extremist material when accessing the internet, both in school and at home through ongoing internet safety teaching in line with current Government Prevent Duty guidelines.

Documents to be read alongside:

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Communication Policy (January 2014)

Discovery Primary School E-Safety Policy (Peterborough Safeguarding Children's board)

Appendices:

Communication Policy

Acceptable Use Acceptance letter to parents

Acceptable Use of Computers Policy (Staff)

Acceptable Use of Computers in School Policy (Pupils)

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Communication Policy – Guidance document

This Communication Policy covers all media used to transmit text and images from Discovery Primary School to other groups both internal and external, and of all ages.

Communication methods used by Discovery Primary School include, but are not limited to: Letters, Email, Text message (SMS), Instant Messaging and Social Media (Facebook/ Twitter)

Purpose of the communication

Communications should be carefully considered and appropriate to the mission of the school.

Language used must be brief and to the point.

All communications should be re-read to ensure clarity and appropriate tone of voice. Emails, SMS messages and Social Media communications are instant and cannot be retrieved.

Email Etiquette

Decide if you are sending the email for the purpose of information-giving, or some other reason. Information-giving is definitely the best use of email p- but be careful with other purposes, particularly any that involve emotion.

Avoid using email for complaining or venting – that is not an appropriate use of the medium. Don't use email as an excuse to avoid personal contact. A simple rule of thumb is to ask yourself if you would say what you have written to the person's face.

The use of humour should be considered. It can lead to offense and irritation. Sarcasm should be avoided unless you know the recipient of the message very well.

Keep the message as a whole brief and include a clear subject line as a header so people can identify quickly if the message is relevant to them.

If you are writing about multiple subjects, use a separate email for each different topic.

Make sure it is clear what the purpose of the email is – do you require a response, if so by when, or is the message for information only?

Please note that defamatory or abusive emails should not be responded to.

Staff TO Staff

Why? – Do you need to send the message? Sometimes we are just shifting work from ourselves to others. Can the answer be found by some other means? Would waiting to speak to the person be more effective?

When? – Avoid sending any emails after 6pm or at the weekend. Many people like to work at these times but it is easy to wait until a more reasonable time. Recipients can feel pressured into accessing work email accounts in their own time which is both unreasonable and a breach of union recommendations.

Who? – Avoid sending Email to staff to whom it is not relevant. It is easy to set up groups. Please try to aim your Emails to only the people who need them you will get a more manageable response.

Staff TO Students

Why? – Email is a superb way of sharing resources with children and to collect work from them. Ensure you are clear with students about appropriate Email use and the use of formal language. Avoid responding to individual student requests. This will quickly become unmanageable.

When? – Emails to students should be sent within, or directly after school hours.

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How? – Staff must ONLY use a student’s school Email address, under no circumstances should a member of staff contact a student’s personal Email account. This leaves staff vulnerable to accusations.

Staff To Parents

What? - It is important that staff do not Email parents directly. The school office is responsible for school bulk Email. The exception is when parents require specific and factual information about their child that is not for mass distribution.

When? – All necessary communication from staff to parents should be sent in normal school opening hours, the same hours that a parent could expect an answer at the office. 8:30am – 4:00pm as a guide.

NOTE: Email communication language, like letter language is subjective and should be written to minimise possible misunderstanding.

Students To Staff

Students should make sure that they are using school Email addresses at all times. Staff will not respond to any other incoming Email.

Emails should be kept short and to the point. Requests for specific, factual information should be clear about what is needed.

An appropriate, formal written style should be maintained.

Parents To Staff

When a concern or query arises, parents should communicate with the class teacher using the home/school book, by phone to the school office (01733)325001 or by using the Contact Us details on the school website. (www.discoveryprimaryschool.com)

Parents should not normally make contact with members of staff directly. All messages or requests should be made through the school office with the name, class and teacher of the child clearly included in the message title.

Parents should refer all school related issues back to the school and should not approach other children or contact other parents directly. We are interested in working together to create solutions rather than in exacerbating the problem, which is often the effect that approaching others can have.

The class teacher would also normally ask you to put your concerns including any specific details in writing. This will help facilitate a faster resolution in most cases. This would be an ideal use of a staff direct contact Email.

Use of Social Media

Discovery Primary School has three twitter feeds and a facebook account. These are the only official presence the school has in social media. Any other feeds/accounts are not representative of the views of the school.

Personal use of Social Media by staff

All staff at Discovery Primary School must view all of their social media interactions as public. All images and text posted, or reposted on Facebook, Twitter or other sites should show the professional values, child protection and confidentiality ideals that the school upholds.

There is no excuse for bringing the school into disrepute or bringing yourself or your professional standing into disrepute through the posting of ill thought-through comments or the posting of inappropriate images. Please think before posting.

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Personal use of Social Media by students

Students at Discovery Primary School are all below 13 and as such should not have Facebook accounts. Any other services should be used with parental oversight at home and should be age and maturity appropriate.

Personal use of Social Media by parents

Parents/ carers of children at Discovery Primary School should work with the school in the event of concerns arising. It is counterproductive to vent on Social Media and offensive/defamatory and threatening messages referring to staff or the school will be reported to the relevant authorities/Police.

Parents/carers should also be aware that sending offensive and threatening messages to children is a criminal offence and Discovery Primary School will report all incidences that it becomes aware of to the appropriate authorities/Police.

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Parent Letter – Internet access code of conduct and parental acceptance

Dear Parents,

As part of the school's ICT provision, we provide filtered, supervised access to the internet. Students will be given opportunities to exchange e-mail with other students in school and with partner schools both locally and internationally. They will be able to complete internet based activities and conduct directed research.

We understand that many parents have concerns about students having access to 'undesirable material' on the internet and we take positive steps to deal with these possibilities. Our internet access provider filters all internet activity. This filtering restricts access to inappropriate materials and is constantly updated against a database of known undesirable sites. All the screens in the ICT suite and on laptops are in public view, and access is closely supervised. Any sites which we deem to be undesirable will be added to the inappropriate materials database.

I enclose a copy of the 'Responsible Use Agreement' that we operate in our school. Your child is required to understand this agreement (it will also be explained in school) and agree to follow the rules in the agreement.

Please complete and return the slip below to confirm that you agree to your child using the internet in school and to confirm that your child agrees to follow the rules listed in the 'Responsible Use Agreement'

Yours Sincerely

Mr. A McGrath

ICT Co-Ordinator

Student name.....Class.....

I confirm that I agree to my child using the internet in school and I confirm that my child agrees to follow the rules listed in the 'Responsible Use Agreement.

Signed:.....Parent/Carer Date:.....

Signed:.....Child

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Discovery Primary School – Responsible use agreement - Children

The school has a range of computers installed which include internet access to help our learning.

These rules will help to keep us safe and help us to get the most out of our computer time.

- I will keep my passwords safe and not share them with other people.
- I will not interfere with or knowingly change or attempt to change any settings on the school computers.
- I will not bring to school or use any memory sticks, CDs, or DVDs from home without checking with my teacher first.
- I will not access or change other peoples' work files.
- When using the school e-mail service, I will only contact people my teacher has approved.
- All messages I send will be polite and responsible.
- I will never give my home address, telephone number or photographs or arrange to meet someone I have contacted on the internet or by e-mail.
- I will report to an adult any unpleasant material or messages sent to me.
- I will send or display offensive messages or pictures.
- I will not intentionally waste resources.
- I understand that the school may check my computer files and may look at the internet sites I visit.
- I understand that if I do not follow these rules, I will not be allowed to use the internet, or the school computers.

Adopted by the Governing Body of Discovery Primary School:

Review date: Spring 2018